DOCUMENT RESUME

ED 190 023 HE 012 996

AUTHOR	Axford: Roger W., Ed.
TITLE	Professional Continuing Education Comes of Age! Proceedings of a Conference on Professional Continuing Education, February 7-8, 1980.
INSTITUTION	Arizona State Univ., Tempe. Dept. of Higher and Adult Education.
PUB DATE	Feb 80
NOTE	83p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Education: Allied Health Occupations Education: Community Colleges: Educational Trends: *Labor Education: *Professional Continuing Education: Professional Development: Professional Education: *Sabbatical Leaves: *School Business Relationship

ABSTRACT

Papers from an Arizona State University conference on "Professional Continuing Education"--including the fields of business and industry, labor, education, allied health, and government--are presented. A variety of perspectives on the needs of professionals and opportunities for continuing education are provided by such contributors as a dean of continuing education of a large private university, a nationally recognized union leader, a president of one of America's largest community college districts and a dean of students from a large Midwestern university. Implications for business and industry, counseling, health professions, government employees, and educational visits and exchanges are discussed. Papers include: New Trends in Professional Continuing Education (Rosalind Loring): Education and Organized Labor (I.W. Abel): Professional Continuing Education in the Community College Setting (Paul Elsner): The Sabbatical: As Personal Growth in Continuing Education (Gordon H. Henry): and issues in continuing education for the Health Care profession. The program agenda in its entirety and a bibliography are also provided. (LC)

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PROFESSIONAL CONTINUING EDUCATION COMES OF AGE!

Proceedings of a Conference on

PROFESSIONAL CONTINUING EDUCATION, February 7-8, 1980

Sponsored by the Department of Higher and Adult Education and

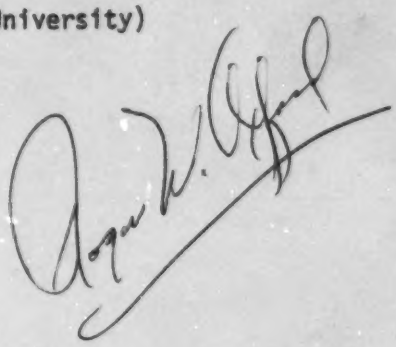
The Higher and Adult Education Alumni Board

ARIZONA STATE UNIVERSITY
Tempe, Arizona

(In Cooperation with College of Education and University

Conference Services, Arizona State University)

Roger W. Axford, Editor



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PURPOSE OF THE CONFERENCE ON PROFESSIONAL CONTINUING EDUCATION

As the level of education in the United States moves progressively upward, there has developed in our society an ever growing demand for continuing education opportunities for the professional in many fields.

Under the leadership of the consumer advocacy movement, the user of professional services is now insisting that the professional maintain a high quality of service through on-going education. In some states this is mandated by law.

The response of the program planners in colleges, universities, and professional associations must be programs of high quality in servicing this demand.

"Professional Continuing Education Comes of Age" provided an opportunity for the planner to obtain, exchange, and share information and ideas about selected fields of Professional Continuing Education -- Business and Industry, Labor, Education, Allied Health, and Government, to name but a few.

These papers provided by a dean of continuing education of a large private university, a nationally recognized labor leader, a president of one of America's largest community college districts, and a dean of students from a large Midwestern university give a variety of perspectives to the needs of professionals and opportunities for continuing education providers. This dialogue is most needed, and we

are happy to provide the forum for a better understanding of the trends and potential of the field. On behalf of Dr. Mark Rossman and myself, many thanks to those who participated in the Conference.

Roger W. Axford

FOREWORD

One of the major responsibilities of a great university is to insure that significant ideas are presented for public review and debate. This volume, Professional Continuing Education Comes of Age, continues that tradition. Abel, Elsner, Henry and Loring have all addressed with style and clarity issues of import to the future of education. Axford and his colleagues deserve our thanks for having made available excellent ideas for anticipating and responding to the future.

Robert T. Stout, Dean
College of Education
Arizona State University
Tempe, Arizona 85281

THE PROGRAM

Thursday, February 7, 1980

1:30 · Pinal Room - WELCOME:

Dr. Richard C. Richardson, Jr., Chair
Department of Higher and Adult Education, "Professional Continuing Education for Higher and Adult Education"

1:45 · Pinal Room - KEYNOTER:

Introduction: Janet Roehl
Dean Rosalind K. Loring, College of Continuing Education, University of Southern California, Member, The College Board, "New Trends in Professional Continuing Education"

3:00 · BREAK

SMALL DISCUSSION GROUPS

3:15 · Mohave Room - Group 1

Facilitator: Dr. Robert Sommer, Computer Resource Service, "Implications for Business and Industry."
Resource: Charles Steadman, Director, Ramada Management Institute

Santa Cruz Room - Group 2

Facilitator: Dr. Christine Wilkinson, Director of Admissions, ASU, "Implications for Counseling."
Resource: Dr. Willard W. Blaesser, Counselor Education, ASU

Yuma Room - Group 3

Facilitator: Dr. Ruby Gordon
"Implications for Health Professions."
Resource: Dr. Dolores Santora, Assistant Dean, College of Nursing

Pinal Room - Group 4

Facilitator: Dr. Zigmond D. Maciekowich, Correctional Consultant, "Implications for Government Employees."
Resource: Martha Green, Training Coordinator, City of Scottsdale

4:15-5:00 · Pinal Room

Introduction: Mildred Jones
Mr. Anthony Male, Director, Central Bureau of Educational Visits and Exchanges, London, England. "Educational Visits and Exchanges for Professional Continuing Education"

6:15 · Turquoise Room - DINNER

Introduction: Dean Robert Stout, College of Education, ASU
Dr. Paul Elsner, Chancellor, Maricopa County Community College District, "Professional Continuing Education in the Community College Setting"

Friday, February 8, 1980

9:00 · Pinal Room

Introduction: Mark Ryan, English Skills, ASU
I.W. Abel, Past President, United Steel Workers, AFL-CIO (America's Largest Industrial Union), "The Sabbatical in Continuing Education"

DISCUSSION & QUESTIONS

9:45 · Pinal Room

Introduction: Dr. Thomas Bria, Assistant Director, ASU Alumni Association
Dr. Gordon Henry, Associate Dean of Students, University of North Dakota, Resident Fellow, Department of Higher and Adult Education, "A Sabbatical as Personal Growth in Professional Continuing Education"

10:15 · BREAK

10:30 Pinal Room

Introduction Phyllis Estock
Dr. John Bradley, Director, Health Occupations Project, Phoenix, "Issues in Continuing Education for the Health Care Profession"

SMALL DISCUSSION GROUPS

11:00 · Yavapai Room

Facilatator: Cal Milan
Resource: Dr. Mark Rossman

Mohave Room

Facilitator: Rick Walsh
Resource: Dr. Quentin Bogart, Dr. G. Lester Anderson

Pinal Room

Facilitator: Ann Sagramosa
Resource: Dr. Robert Fenske, Dr. Morrison Warren

Yuma Room

Facilitator: Sue Smith
Resource: Dr. Morris Okun

12:00-12:30 · Pinal Room - SUMMARY SESSION

Dr. Kay Martens, Project Coordinator, Literacy Development in the Community College

NEW TRENDS IN PROFESSIONAL CONTINUING EDUCATION

Dean Rosalind Loring*
College of Continuing Education
University of Southern California
Los Angeles, California

It is important to remember that forecasting is an inexact science.

A recent Time essay entitled "Why Forecasters Flubbed the '70's" suggested that the 1970's "diverged socially, politically and psychologically from the paths and contours that the futurists imagined." Who dreamed of Iran and Khomeni, the increased dual family incomes, or the municipal fiscal crises that impacted New York, Chicago and Cleveland? (Though if they had read Breakthrough in 1972 they would have had a suggestion.)

Our forecastors, professional analysts and their computer's extrapolations from the evidence of the 60's did not prepare us for the change in the availability of energy, the transition from the baby boom to the baby bust, the bite of inflation on real buying power and the near demise of one of the big three industries.

As Frank Trippett stated in the Time essay: "...the seeds of tomorrow are buried in today. But they lie much too deep, and germinate much too subtly for ordinary eyes - or even computers - to detect all of their potential fruits."

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* Dean Loring was president of the Adult Education Association of the United States (1977). She is the author of numerous books and articles.

Forecasting is an art rather than a science, and as Edward Cornish in The Futurist said: "Perhaps the most important insight that futurists can offer is that the future cannot be predicted."

Given the disparate and "artistic" views of the future that such an exercise must surely produce, one might wonder about the value of the forecasts thus developed. The answer seems to be that the value of making such forecasts is that it stimulates contemplation of the variety of alternatives the future may hold, as well as contemplation of the responses to these options. All of which is to say, thinking about the futures tends to minimize one's surprises.

My predictions are made based on a selection of premises from a number of sources including various publications and news magazines such as U.S. News and World Report, October 15, 1979, The Futurist, February 1980, 1999: The World of Tomorrow, edited by Edward Cornish and published in 1978, Time Magazine and the Chronicle of Higher Education, January 28, 1980.

A very important source, which merits special attention because it explicitly addresses the reality of multiple and conflicting forecasts and because it emphasizes issues of particular interest to the adult education, is The Future: Alternative Scenarios of American Society 1990 - 2000 (FASAS), written by Robert Glover of the Future Directions for a Learning Society program. This program is a major effort of the College Board to increase access as well as educational opportunities for adult learners in the United States. Their survey (which was, in effect, a mailed form of a Delphi exercise), addressed many issues such as demography, economy, energy and ecology, community and family, science and technology, work and employment, education and training, etc.

It's valuable to compare their responses (which came from many of us) to those of forecastors who spend full time engaged in the art --

Economy and Labor

Business profits will increase by $197,000,000 in the 1980's. This increase is nearly 40% higher than the $143,000,000 increase experienced in the 1970's. Of this increase in the '80's, however, approximately 80% will be the victim of inflation.

Even though inflation will have some impact on this increase, the real income increase for these families will be an impressive 16%, although FASAS respondees predict that the per capita real income will decrease (41%) - conservative view - or increase (35%) - liberal view; FASAS predicts that the GNP will increase (59%).

Science and Technology

During the '80's, the average American will depend much more on computers and other electronic devices to meet many information needs. Computers will become a familiar sight in the office and the home of the future.

The nation's telephone network will become even more sophisticated. By 1990, light-wave communication should be a reality. This system will carry voice data and video messages on pulses of light transmitted through thin glass fibers.

But energy will never be as cheap as it was in the 1970's!

FASAS also predicts that the percentage of the U.S. GNP which is invested in research and development will increase (L/M 44%), while the conservative position is that it will decrease (41%).

The Cities

Industry will continue to move to the suburbs, while the suburbs themselves can expect a slower rate of growth. Concurrent with this is the increasing rehabilitation of the inner city, which will experience a fairly sharp increase in population. Cities will become the centers for services rather than industry. Commercial investment in the cities will increase sharply.

Northern cities will experience either a drop in population or a very slow growth rate in the 1980's, while those cities in the Sun Belt will experience fairly rapid growth. For example, it is projected that the State of Arizona will experience a growth rate of approximately 42%, the same percentage increase expected for Phoenix. Indeed the entire Sun Belt will experience population increases of 10% (Louisiana) to 42% (Arizona).

Many of these transition people will shift from the Eastern and Midwestern states to the Southern and Western states.

Education

Not surprisingly, due to certain population and economic trends, one boom field will be adult education. Four out of ten college students will be over 25 years old. Many of them will be attending part-time because they are already employed. Although this surge in the number of adult students is partially explained by population increases, it seems possible that this sharp increase is primarily due to the upsurge in the demand for highly educated workers. In turn, this demand for highly educated workers is primarily a function of rapid technological growth, the rate of which can only increase during the 1980's.

The monopoly of public education will receive a serious challenge from private and proprietary schools, the number of which will increase dramatically, if, for example, some form of the voucher system is approved. Of course, it would be possible to spend these vouchers on education at any level, including that of adult education. The government is increasingly concerned about the demise of independent higher education institutions.

It has also been predicted that schools which are run entirely by corporations to train their employees will increase dramatically, and that by 1984, some 300 major corporations will have their own degree-granting units. These units will teach not only technical skills, but also a variety of other subjects as well, such as mathematics, history, etc.

Enrollments in college, of course, are expected to decline. Some project that this decline will be as high as 10.7% by 1988. Some have suggested that as many as 300 colleges will close during this period. In order to survive, of course, many of these colleges will emphasize a more practical, career-oriented education, and at the same time, attempt to attract the part-time and older student.

From 1967-68 to 1977-78, the number of institutions offering non-credit and adult continuing educational activities increased from 1,102 to 2,375. It was the two-year college which showed the most spectacular change in the number of institutions offering such educational opportunities during the period of 1968-76. However, between 1976 and 1978, virtually all the increase was due to the increased participation of private and other four-year colleges. These data tend to support the notion that this increased participation may reflect

the feeling on the part of many private colleges that adult education enrollments are a key to their continued financial viability. I suspect that this trend toward increased participation will accelerate greatly among the private institutions as resources are diminished.

Not surprisingly, FASAS also predicts (94%) that competition among post secondary institutions and other social and cultural institutions for both students and financial resources will increase.

A conference entitled: "Emerging Issues in the Field of Adult and Continuing Education," sponsored by the Adult Education Association of the U.S.A. and funded by the Sears-Roebuck Foundation, was held at the University of Southern California's Davidson Conference Center for Continuing Education on March 30-31, 1978.

The purpose of this conference was to secure from a group of acknowledged leaders in the field of adult and continuing education an assessment of the current status, needs, programs, and emerging concerns of the field. The participants were both creators as well as consumers of the body of knowledge existing in the field of adult and continuing education and represented various national organizations and reflected geographic and institutional diversity along with several academic specialties.

They addressed a number of questions including: What program areas are not now being served and/or need to be served more fully by the field of adult and continuing education today and in the years ahead?

One of the most frequently mentioned areas was continuing professional education including issues such as professional updating, relicensing, and professional ethics. This part of continuing education will hit the "big board" as educational and training expenditures as a percentage of the GNP increase.

Thus the predictions that:

--the investment of employers in human capital through continuing education and training of employees will increase...

--that the dependence of the public on professionals for knowledge and information required to satisfy human needs will increase...

--and therefore that mandatory continuing education for periodic relicensing and recertification of professionals will increase.

The Family

On the other hand, changes in the family will more likely be characterized by evolution than by revolution. Existing trends will persist: 1) Movement of mothers to hold a job, 2) high divorce rate, and 3) low birth rate. Social pressures to marry will diminish as well as economic pressures, since women will find it somewhat easier to become self-sufficient. The average size of the family will, of course, decrease as a function of the high cost of raising children, and the growing importance of careers to women. Some speculate that the family may not survive the eighties, while others believe that despite all the problems which the family will encounter in the eighties, it will manage somehow to adapt -- something it has always managed to do throughout history.

The number of unwed persons living together will increase sharply, and it is expected that communal living arrangements along economic lines will increase. In addition, more people will simply live alone -- either by choice or by necessity. The divorce rate, of course, will be affected with women's added emphasis on their careers.

With both parents working, the primary responsibility for socialization quite naturally can be expected to change, and fall to day-care centers. The Urban Institute in Washington, D. C. predicts that in 1990 there will be a 64% jump in the number of working mothers with children under six. This may require not only flexible working hours, but also the creation of more part-time jobs. These problems facing the family are so severe that the President is sponsoring a White House Conference on this very subject. Along with many of you, USC's College of Continuing Education has been involved in attempting to understand those problems which confront the family and its separate members and new styles, and has brought many diverse groups together in an attempt to deal with the dynamics of family change, the impact of society. We are trying to develop strategies which will play a conscious role in shaping families in this new decade. I note here reinforcement from the professional predictors who stake their monies on the possibilities. Pepsi Cola is changing its leit motif from the Me Generation to the We Generation. It believes the value of the family is returning and is planning its campaign for the 80's in heart-touching portrayals of new family groupings.

A summary of the impact of international events on our lives reveals:

--a 70% chance of turbulence in the 1980's.
--increasing international competition, with the loss of American's special economic position, the end of the Euro-American lifestyle, and the emergence of a planetary life style.
--increasing threats to democracy, with accelerating discontent between the haves and have nots; and forced value choices between stability and civic repression on the one hand and

change and personal freedom on the other.

--increasing incidence of "present shock," with media influences destroying conventional time sense; decreasing personal involvement levels; and increasing violence and conflict.

--making imperative the nature of cooperation, and a rising ethic of doing more with less, recycling, and regional cooperation between neighboring countries.

The instigator of these dire predictions, Harold Shane, recommends for education during the 1980's these points which I share in agreement:

--personalization of education, not jargon-individualization.

--recognition of the motivation of youth, the alienated, and the disgruntled as the key to achieving a period of dynamic stability.

--worldwide increase in the education of women.

--much more flexible concepts of schooling focused on life-long learning.

--increase in local decision-making.

--understanding of the back-to-basics movement as "learning how to learn."

--priorities of human values and human geography.

--recognition of the 1980's as a time of complex interdependence and not of the "savagery of individualism" and small group survival.

The Continuing Education of Those Who Educate Adults

Continuing their learning will indeed be a crucial issue for the educators of adults in this coming decade. A considerable portion of the final report of the Third World Conference on Adult Education (sponsored in Tokyo by UNESCO in August, 1973) was devoted to this topic. This report indicated that "the Commission was in no doubt that the biggest challenge facing adult education during the 1970's will

be how to mobilize and train sufficient professional personnel to discharge the multi-various tasks involved in enabling adults to learn and to want to go on learning." The coalition of adult education organizations in the United States in 1974 created a committee on continuing education for educators of adults. Other associations and organizations such as the National University Extension Association have set up similar committees for professional development. Finally, the Association for Continuing Higher Education made professional development of its own members the theme for its annual conference in Montreal, held in 1977.

What Research Has Been Done About the Continuing Education of Educators of Adults?

Studies about what educators of adults do, how they work and what they value have appeared since 1950, beginning with Thurman White's doctoral dissertation, "Similarity of Training Interests Among Adult Education Leaders." An important review of the literature done by Alexander Charters in 1977 concluded that "it is clear that much more research and other evidence is required to develop a comprehensive professional development program for educators of adults." His review consisted of an examination of empirical studies which attempted to identify the necessary skills, attitudes, personality characteristics and competencies which an educator of adults should possess.

Alan Knox Has Listed Skills for the Adult Educator

SPECIALTY FOCUS

1. Such as Communication Skills

-- Interpersonal

-- Group

2. Management/Administrative Skills

-- Budgeting
-- Goal Setting
-- Planning
-- Personal Performance Appraisal
-- Promotion
-- Political Strategizing
-- Marketing
-- Pricing
-- Funding
-- Organizational Structures

3. Knowledge of Continuing Education

-- Philosophy
-- Literature
-- Significant Research
-- Professional Societies
-- Professional Commitment
-- Ethics

4. Delivery Systems/Methodology

-- Approaches (C & I, TV, Ind. Study, Credit, Non-Credit, Media, telephone)
-- Specific Focus

To this familiar quartet he has added:

5. Learning Theory

-- Cognitive
-- Affective
-- Resource Selection
-- Evaluation

6. Concepts of Human Development

-- Lifestage Theory
-- Needs Over the Lifespan
-- Adult Development and Learning

7. Societal Trends, Change and Futurism

-- Change Theory (managing change)

-- Sociology

-- Internal Change Agent Work

8. Research Skills

9. Program Development

-- Needs Assessment

-- Curriculum Design

-- Evaluation

10. Content

-- Administrators

-- Learning Specialists

-- Teachers

Among the Same Controversial Questions for CE for All Professionals is Mandatory or Voluntary?

There are those who feel that compulsory continuing education for professionals is clearly a constructive response to a public demand for maintaining higher levels of competence in professional service. This demand has been brought on by certain trends in consumerism. The consumer has become increasingly concerned about the widening gap between what professionals can deliver and what the public expects them to deliver. The perception of this widening gap on the part of the consumer has resulted in a significant loss of public faith and trust in the capability of the current licensure system and of professional organizations to maintain competencies in professional service.

That professionals have found it increasingly difficult to maintain a certain level of competence is directly related to the

knowledge explosion occurring in most fields. This has meant that for those who remain within a given profession or field there will be constant need for continuing their professional education. Emerging out of this rapid change is not just the specialist but the specialized specialist. The bottom line is that the grant of the license for professionals is increasingly being considered a privilege rather than a right.

Traditionally licensing boards have been dominated by the professionals within a given field. This is changing somewhat where an increasing number of public members serve on these boards; often as a requirement by the state.

However, as opponents point out, there are many pitfalls to compulsory adult professional education. The basic question which must be asked is "does mandatory continuing professional education actually provide the accountability that is sought by the consumer?" It is in the public/consumer hand only to the extent that the public/consumer is found on licensing boards. Accountability today usually relies on the institutions of higher education, the governmental agencies and professional organizations which provide the licenses and the credentials. Typically, governmental agencies and professional organizations put the interest of the professionals they serve ahead of the public interest.

It is also interesting to note that true competence is not merely technical competence. It has been pointed out that it also includes some concepts of political and economic morality, i.e., continuing education for nursing home administrators may not change a single incompetent practice that is basically a function of values held by the administrators and the power they enjoy. Furthermore,

there is some evidence that suggests the relationship between continuing education and the improvement of health practices is only a very weak one. The real problem may not be a lack of competence but a lack of caring - a problem which cannot be cured by demanding that professionals continue their education.

But what is the situation with respect to mandatory continuing education in the United States? One collection of data available regarding the current state of affairs has been reported in a paper, "The Constituencies for Education: Prospectives and Prospects," written by Frederick Jacobs and presented orally at the Institute for Management of Lifelong Learning at Harvard University August 1979. Data is available only on 16 different professions including such professions as architects, CPA's, lawyers, physical therapists, nursing home administrators, psychologists, podiatrists, and veterinarians. The most heavily regulated profession is optometry, followed by nursing home administrators, podiatrists, CPA's and physicians, while the least regulated professions are engineers, architects, physical therapists, and dentists. And, not even listed, adult education. Looking at all 50 states, one can see which of those states engage in more or less regulation of these 16 different professional fields. For example, Iowa appears to be more heavily involved in the regulation of various professions than any other state. It is followed by New Mexico, Kansas, California, and Kentucky. The states involved the least in the regulation of these 16 professions are South Carolina, Rhode Island, Missouri, Virginia and Mississippi. Arizona, for example, ranks ninth with respect to the extent of its regulation of these 16 professions.

There are many who have predicted that the number of states

and the number of professions which will require and be subject to regulation will increase sharply in the 80's. U.S. News and World Report, 10-15-79, predicted that "increasingly this continuing education will be almost compulsory in many fields particularly for professionals and others subject to state licensing." Alan Knox shares this view of the future. He has for the last several years been studying professional continuing education in the five fields of medicine, pharmacy, social work, education and law. The findings of FASAS also support this prediction. They found that 85 per cent of their respondents believed that mandatory continuing education for periodic relicensing and recertification of professionals will increase over the next ten years! They do point out that mandatory continuing education will be difficult to enforce. Policies and standards may be too restrictive, thus producing an accumulation of "units" rather than improved performance. This same study noted that the need for professionals to keep up with current advances in their fields was a very high priority both for the present and the future (it was ranked among the top ten goals). They also suggested that recertification and relicensure are really necessary only in professional fields where knowledge is changing rapidly and consumer protection is needed because of certain client risk (e.g., medicine and law). Mandatory continuing education for professionals received lower priority rankings than periodic reexamination for relicensure and recertification. They noted that from the professional perspective, voluntary programs are more likely to be effective than mandatory programs which only insure minimal conformity.

Others argue, of course, that, whether we like it or not,

mandatory continuing professional education is here and is likely to be around for a long time. To insure that there is a stronger link between continuing professional education and the improvement in the ability of professionals to perform their duties, one must first make sure that the quality of those continuing education programs is the highest possible. That is, the on-going evaluation of such programs is an absolute necessity. To the extent that the lack of caring is a problem rather than the lack of competence, continuing professional education can address those moral and philosophical issues by designing courses which attempt to sensitize professionals to the needs of their clients and to discuss the ethical and philosophical ramifications associated with various attitudes within a profession. In short, as Milton Stern has suggested, the gold rush is on and we must be careful not to allow the various providers of continuing professional education to let that gold blind us to the ultimate goal of improved services to clients.

Providers of Continuing Professional Education

As all of you know providers of these services are: 1) institutions of higher education, 2) professional associations, 3) entrepreneurs - agencies, 4) business - industrial in-house organizations. Universities and colleges have certainly recognized that continuing professional education can play a major role in their attempt to survive in the turbulent 80's. This is particularly true of private post secondary institutions which, because their tuitions are somewhat higher than public institutions, have been harder hit by inflation coupled with declining enrollments. Early on they viewed the many professionals who must continue their education as a source of

increasing financial support. However, I should note that I have observed that public institutions are becoming increasingly involved in continuing professional education -- not just extension departments, but the professional schools as well.

With respect to professional associations, I have recently contacted the Association of Executives of Professional Associations and discovered that it is not easy to determine the amount of training that professional associations do. What is known is that the amount of money that professional associations spend on continuing education of their respective members is increasing rapidly. A recent illustration of the involvement of professional associations is the greater Los Angeles Press Club, which has become involved in the continuing education of working reporters and editors (this effort was officially begun in October 1978) when the paucity of knowledge about their own field became visible. Journalists had not seen the need for continuing their education, but now were forced to recognize their lack of knowledge -- when several of their colleagues were imprisoned. Clearly a continuing education program in the area of legal rights of journalists was needed.

Some entrepreneurs such as educational service organizations are moving quickly to discover what is required in the marketplace, to create complete learning packages to meet these needs, and then to sell these learning packages to post-secondary institutions that, in turn, will resell them to their own local professional communities. But these educational service organizations can and do engage in a more direct form of competition with institutions of higher learning by going directly to the client. For example, it is not unusual for such

an organization to plan a series of workshops conducted over a twelve-month period of time in twenty cities throughout the United States. The instructors, the content and the format are the same for each city and thus seemed to be geared more toward those national issues facing a given profession rather than local issues within a given region. In any case, the number of these types of educational service organizations is growing rapidly.

With respect to business/industrial in-house training, it has been stated by the editor of Hope Reports Perspective that approximately $20 billion a year is spent for the training of trainees. "This is, he claimed, "The largest area of business in the United States today." (the business is human resources development). That is to say that it ranks above certain other industries such as steel and the automobile industries. In terms of the number of employees who are trained each year, the number is approximately 21 million. It should be noted that if one includes training in the public sector, this adds an additional $30 billion a year, bringing the total amount of money in the public and private sector to approximately $50 billion a year. It is safe to assume that, given the increase in the number of white collar professional workers in our work force, an increasingly large percentage of this enormous amount of money is going for the continuing education of professionals.

The question which is most important for those of us in post secondary education institutions is: "What role can we play in providing continuing professional education?" It seems that each of the other above providers has developed its own rationale for its involvement. Professional associations, of course, claim they are much

better informed about the needs of their members than any other providers can possibly be. Entrepreneurs and agencies, such as educational service organizations, claim that only they have the resources in the form of market researchers and program developers to constantly search, explore and develop professional continuing education courses that would meet the need of today's professionals. Of course business and industry claim they best understand the needs of their own professionals simply because they are in much closer contact with these professionals on a daily work basis and are highly motivated to discover what these needs are because it is clearly in their best interest to develop their own professionals. But, again, what is the role of post secondary institutions? It seems that institutions of higher learning can provide two key ingredients: 1) academic legitimacy and 2) the opportunity for interdisciplinary education. Higher education has a long and unusually honorable academic tradition, a tradition which is manifested in its high academic standards. Yet everyone is familiar with the numerous criticisms about the lack of quality or relevance in continuing professional education programs provided by educational institutions. Given this, it would seem reasonable that this problem could be minimized in proportion to the involvement of faculty and staff of traditional post secondary institutions.

It is equally clear that only the higher educational institution has the capability to develop the interdisciplinary approaches that are becoming increasingly necessary such as medical ethics and the legal aspects of architecture. While post secondary education institutions have been accused by practioners of developing courses that

are less relevant to their needs (that is, these institutions have tended to stress theory more than practice), the real question is how shall we go about attracting these professionals to our institutions? I suggest that we begin by stressing that there is nothing as practical as a good theory, particularly in times of rapid change. A theoretical framework can provide a stable context within which one can derive meaning out of a complex and rapidly changing professional field. This is not to say that we should not make attempts to create more practical programs. What I am saying is that we must strive for a better balance between theory and practice. Certainly we must not attempt to replicate the entrepreneurs who provide formulas without alternatives!

Is this increased competition among the various providers of continuing education necessarily bad? I do not think so since, consistent with the free market model, competition tends to improve the quality of the product. Competition does not necessarily have to be preditory in the sense that it is the intended purpose of each competitor to drive the others out of business. Rather, the competition should be characterized by a recognition of the unique and non-replicable strengths of each of the competitors. Each of these providers has a strength that is real and not easily reproduced, a strength that can be used to improve the quality of continuing professional education. What I am suggesting is that a rather unique set of relationships which I have chosen to call collaborative-competitive relationships needs to be created among the various providers. How to achieve this unique and delicate balance between collaboration and competition among the providers of continuing professional education is indeed the greatest challenge facing continuing education for professionals.

Totals and Ranks for 16 Professions

	# State Require C.E.	Required Under Certain Circumstances	Enabling Legislation Passed	Frequency	Rank
Architects	1	0	1	2	12
CPA's	28	0	0	28	4
Dentists	10	0	1	11	10
Engineers	1	0	0	1	13
Lawyers	8	5	0	13	8
Licensed Practical Nurses	8	1	3	12	9
Nurses	9	5	5	19	7
Nursing Home Administrators	41	0	0	41	2
Optometrists	44	0	0	44	1
Pharmacists	21	0	0	21	6
Physical Therapists	3	0	0	3	11
Physicians	20	0	4	24	5
Podiatrists	24	6	0	30	3
Psychologists	7	0	6	13	8
Real Estate Personnel	11	2	0	13	8
Veterinarians	19	0	2	21	6

State	State Requirements	Required Under Certain Circumstances	Enabling Legislation Passed	Frequency	Rank
Alabama	5	1	0	6	9
Alaska	4	0	0	4	11
Arizona	4	2	0	6	9
Arkansas	7	0	1	8	7
California	9	2	0	11	4
Colorado	8	0	1	9	6
Connecticut	4	0	0	4	11
Delaware	2	1	0	3	12
Dist. of Columbia	1	0	0	1	14
Florida	7	1	0	8	7
Georgia	3	0	0	3	12
Hawaii	5	0	0	5	10
Idaho	4	0	0	4	11
Illinois	4	0	0	4	11
Indiana	3	0	0	3	12
Iowa	16	0	0	16	1
Kansas	12	0	0	12	3
Kentucky	7	1	2	10	5
Louisiana	2	0	1	3	12
Maine	4	0	0	4	11
Maryland	7	0	1	8	7
Massachusetts	6	0	1	7	8

State	State Requirements	Required Under Certain Circumstances	Enabling Legislation Passed	Frequency	Rank
Michigan	6	0	3	9	6
Minnesota	9	0	2	11	4
Mississippi	2	0	1	3	12
Missouri	2	0	0	2	13
Montana	4	0	0	4	11
Nebraska	8	0	1	9	6
Nevada	5	0	2	7	8
New Hampshire	5	1	0	6	9
New Jersey	3	1	0	4	11
New Mexico	12	1	0	13	2
New York	2	1	0	3	12
North Carolina	4	0	0	4	11
North Dakota	7	0	2	9	6
Ohio	7	0	0	7	8
Oklahoma	4	0	0	4	11
Oregon	7	2	1	10	5
Pennsylvania	4	0	0	4	11
Rhode Island	2	0	0	2	13
South Carolina	2	0	0	2	13
South Dakota	9	0	1	10	5
Tennessee	3	0	0	3	12

State	State Requirements	Required Under Certain Circumstances	Enabling Legislation Passed	Frequency	Rank
Texas	2	1	0	3	12
Utah	3	1	1	5	10
Vermont	2	0	1	3	12
Virginia	1	1	0	2	13
Washington	8	1	0	9	6
West Virginia	3	1	0	4	11
Wisconsin	4	0	0	4	11
Wyoming	4	0	0	4	11

Mandatory Continuing Education for Periodic Relicensing* and Recertification of Professionals

- Should continuing education be voluntary or mandatory? Professionals prefer a voluntary system and a free market approach to the selection of opportunities.

- The cost will be significant and borne not by the professionals, but by funding sources and clients.

The problems:

- Mandatory continuing education will be difficult to enforce. Policies and standards may be too restrictive, producing an accumulation of "units" rather than improved performance.

- The standards will lag behand knowledge and technology, and while programs will benefit universities financially, they may do so at the expense of the professional's flexibility in pursuing a career.

- The problems anticipated are sufficient to plan for a reevaluation of the policy in the near future wherever it has been implemented.

- The need for professionals to keep up with current advances in their fields was ranked among the top ten goals for both present and future priorities. Facilitating exchange of knowledge and technology among scholars and researchers throughout the world also ranked high as goal priorities.

- Far too many professionals are not current with knowledge, and technology is changing rapidly.

- Each profession must monitor and maintain its own standards.

- Obsolete professionals render inferior service.

- How important this is depends upon the field.

- Advanced media technology will increase professional access to current knowledge.

- Specialization will probably increase.

- Recertification of professionals in human service areas requires special attention.

- There are ample continuing education programs for professionals.

- This is critical; there is too much professional incompetence. Periodic reexamination is long overdue in many professional fields.

- This is a more indirect and effective way of motivating professional continuing education than mandatory programs.

- This should be the responsibility of professional schools.

- This presumes some kind of regular training to keep current with the state of knowledge.

- I am concerned about arbitrary bureaucratic standards being imposed on professionals.

- The alternative is an explosion in professional malpractice suits.

- This should be restricted to health-care professionals where the information explosion makes this necessary.

- Perhaps we also need some way to test the qualifications of public officials.

- Surveillance of any kind can and should be eliminated.

- Mandatory continuing education should be necessary for only a few groups; where technology is changing rapidly and the public needs protection against incompetent practice.

- This will become increasingly necessary with expanding knowledge and technology.

- Mandatory continuing education within the professional ranks, but definitely not if it is administered by government bureaucracy.

- This would increase requirements for entry into professional fields, thereby limiting opportunities for women and minorities.

- More important for the poorly paid professions (teachers, professors, and psychologists) than doctors, lawyers, and engineers.

- The demand for mandatory continuing education will be determined by fluctuations in the supply and demand for professionals in the job market and consumer satisfaction.

- Should be voluntary, not mandatory; incentives will be more effective than regulation.

- Emphasis should not be on mandatory continuing education, but on evaluating performance and making results available to the public.

- If the issue is competence, it should be addressed through periodic examination for relicensure.

- Policies do not change human nature; those who strive for excellence will anyway; those who don't, will not.

* Appreciation is given to Margot Sanders Eddy, Research Assistant, The George Washington University, ERIC.

PROFESSIONAL CONTINUING EDUCATION IN THE COMMUNITY COLLEGE SETTING

Paul Elsner*

The topic of professional continuing education has helped me re-define the mission of the American Public Community College. There are a lot of unanswered questions related to this topic, some of which are obvious to people who have made a professional study of higher education, most particularly of the community college. These questions include at least the following:

1. who are the present providers of professional continuing education?
2. what should be provided by ways of continuing education to professionals?
3. how should the providers share the task?

I had a whole subset of questions, but they all relate to one of these three questions. Before I can even come up with any reasonable perspective on these questions, I must review for myself the evolution of the public American Community College. That will require me to address where we have been, where we appear to be now, and finally, where some of us hope to be in the next few years. The historical mission and role of the public community college was to provide the lower division or first two years of the university -- essentially a transfer function. Academic leaders like William Rainey Harper and David Starr Jordan saw the community or junior college as an extension of the high

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school to take pressure off the university, primarily in the freshman year. There are many historical precedents, particularly in the midwest, for tying the public junior college to the local high school system. Indeed Phoenix College began that way.

In the post-war era, with the tremendous growth of the 50's and the 60's, junior colleges came to be written into many state-wide master plans for higher education and defined as a segment of higher education systems. The Donahue Act of California, promulgated in 1959, gave impetus to the California master plan for higher education and set a model for many other states where higher education was defined as a tri-partite segmental system consisting of state colleges, universities, and public community colleges.

The principal motivation for placing community colleges in higher education systems, such as those of Florida, Illinois, Arizona, and Texas, was to provide greater access for collegiate level work. Access in the 1960's was defined primarily as geographical access, and was more or less a rhetorical reference to equity. We did not really come to commitment or public consciousness about equity in any deep sense until after the civil rights movement, when the bodies of federal law including Title IX became operative. So the evolution of the public American Community College, as we know it today, really resulted from the convergence of broader social and political and economic forces on us merely because we were in the community in a deeper grass roots sense as an institutional form.

For a short period in our history, we inherited the community by default. We probably were not very systematic or well organized to

serve the community and still are not in many ways, even though our more doctrinnaire ideologists in the community college movement say we are "The Community College".

Now, I say we enjoyed the community for a short period of time because it wasn't long before we hit the 70's, when the providers of higher education became fiercely marketing-oriented, predatory in their competition for students and overlapping in their roles and jurisdictions as providers. Community colleges remained competitive through most of the 70's only because of default again. We enjoyed some advantage from being positioned advantageously in the terrain of the battlefield for students. The greatest threat to community colleges were those institutions formed as parts of comprehensive higher education systems -- state colleges and/or state universities. Many of them had teacher's college origins without distinguished professional and graduate schools. They had a minimum of research functions and they still do not, for the most part, enjoy a great deal of efficacy in the higher education family or a clear role as a component of higher education. There is a lack of high regard for state colleges among the so-called pace-setting universities, Whose reputations are based on the distinction of their professional graduate schools and research functions. Still a further development that has obscured the terrain is the breakdown of articulation between the community colleges and the universities about who should do what in regard to lower division and upper division courses. It is not uncommon to find a community college offering a sophomore course identical in content and text book to a university course offered for upper division credit.

Now I haven't mentioned another gallant and heroic brigade of institutions who also appeared on the battlefield for students. These are the private liberal arts colleges, historically church affiliated, small in size and usually single-purpose. They are resplendent in their battle regalia. They have white horses, and as the sun's rays stream down over them like great beacons of light, they glisten in their idealism and in their purity of mission. Their fatalities number in the hundreds, however, and among the 300 to 400 institutions that are destined to go under in the next decade, they rank at the top of the casualty list. I had the opportunity this summer at the Harvard School of Business to review some thirty cases of higher institutions who have gone under. There were many mortal combat heroes eulogized in those case studies at Harvard. They will go down in the history of higher education in the United States for their valor, their courage, and for their purity of mission.

As you scan the battle terrain from a very high and advantageous position, some highly decorated generals look out over the field, confident. They seem to never get in the lower flatlands of the battlefield where the mud and the blood thickens with each passing troupe and division over and over again. They know their strategic positions. Among those on the high ground, surprisingly, are the University of California system, Stanford, U. S. C., and U. C. L. A. - huge giants whose weapons describe wonderful tragectories onto the battlefield.

Stanford is impressive with a community service course for women in high level management and another in the dilemmas of two-career

marriages. Harvard has launched a summer institute for television station managers to improve their management and marketing techniques. U.C.L.A. fires in a marvelous course on the ethics of medicine for medical staff at the U.C.L.A. Medical Center. The University of Wisconsin provides a state-wide network of weekend seminars on increasing dairy production for its state's dairymen.

And so the battleground scenario plays itself out. Some go into the battle with spears, thinking it is still the battle agincourt; some go in with highly sophisticated and virile nuclear weaponry. Some battle for honor; others for territory. Some have cannons or howitzers and small arms; still others are keen battlefield strategists. Add to this the military establishment, business, large corporations, trade associations, and labor unions, all skirmishing in this market battlefield and you have the current environment in which the public community college operates. The Maricopa Community College District, to put our community college system in perspective, is the third largest community college district in the country. There are over 1200 other community colleges operating. Last year, the full-time equivalent growth in community colleges was 1.9%. For the first time in its history, community college enrollment dropped by about 1%. In 1978, there were 4,034,058 students enrolled in community colleges.

In 1978, Maricopa community colleges enrolled about 54,000 credit students and another 38,000 non-credit students. This fall, Maricopa moved from 54,000 credit enrollments to over 60,000 students. Our aggregate growth for the district should fall between 6% and 7%,

with some campuses increasing 10% and upward to 14%. It is predicted Rio Salado Community College, which already experienced a 17% growth from last fall, will be up almost 25% over last year's enrollment and is now approaching 10,000 credit students and another 15,000 non-credit students.

Our students have changed, however, as we have grown. Five years ago, women accounted for only about 33% of our enrollment; they now account for 54%. We are also seeing a phenomenal change in the career interests of our students; that 80% of our students are enrolled in at least one occupational course. We are also seeing huge numbers of part-time students. Students are beginning to carry more credit hours. Our day full-time student equivalent ratio has moved up significantly within the past two years, which is the reverse of the pattern we had five years ago.

We estimate that in the last two and one-half years we have increased public awareness and public consciousness about the Maricopa Community Colleges through a variety of public information, marketing, recruitment efforts. Prior to my coming to the district, there was limited communication from the campuses to the community. We now send out 561,000 schedules twice a year at the beginning of each semester and accompany that by several dozen selected mailings, house drops, agency and private industry circulation of information about Maricopa Community Colleges. We have also conducted market surveys of what the community's perception is of our community college district; we will monitor those market surveys over a five-year period. We have had a a sophisticated media campaign in which we have used professional

actors to provide commercial public service announcement during prime viewing time, as well as during six different football bowl events over the past year. We have begun to move into marketing consciousness on each of the campuses and, in addition to a public information officer, we are hiring a market manager, we have installed marketing-oriented public information people on four of the six operating campuses of our district and we have marketing committees operating on pilot campuses.

In the fall of 1980, the Maricopa Community Colleges will open its seventh campus, which marks the first phase of a current 24 million dollar capital construction program consisting of 18 separate capital building projects, including a nine million dollar first phase construction program for the new South Mountain Community College. Our master plan calls for site acquisitions in the Chandler-Gilbert, Goodyear-Litchfield Park, and North Paradise Valley. There are currently 140,000 to 160,000 people coming into Maricopa County, which consists of 9200 square miles of service area and our projected population service area exceeds 2.3 million people by 1995 - fifteen years away. I do not believe there is any community college system in the United States more dynamic in both its growth potential and aggressive programming efforts. If we work hard, we should enjoy an annual growth rate of between 4% and 6% within this decade, barring major national crises affecting manpower, such as, mobilization efforts, the military draft, or an acute national recession, all of which have more or less unpredictable effects on Maricopa County. The greatest growth surge Maricopa Community Colleges ever hadwas in 1974-75 where we enjoyed the 15% to 18% enrollment jump when unemployment levels reached their highest levels since the post-war boom.

Now getting back to the questions I raised when I began: First, who are the providers for professional continuing education?

I don't know whether Bud Hodgkinson, now the Director of the National Training Laboratory, is thinking about professional continuing education when he says that public post-secondary education actually accounts for only about 24% of all post-secondary education taking place in this country. I suspect we are scarcely denting the demand or the potential market for professional continuing education. The corporate commitment to training and development alone is incredible. A T & T spends 700 million dollars a year on training and development. What percentage of this touches the professional worker is probably unknown until you define what you mean by the professional in the field.

I contend that there isn't much difference between non-professional and professional continuing education if you sort out the kinds of uses that are put to a constant flow of instructional materials going out into the community. For example, a foreman in a large industrial plant may very well need supervision skills, but a medical professional, such as a dentist, or a group of surgeons starting out a clinical practice, may discover a need for supervision skills also.

In the analogies to the battlefield I used in my introduction, I think the providers are obvious; the providers are everywhere. Our national executive director, Ed Gleazer, has stated recently that the credentialing monopoly has been broken. Public institutions do not have the monopoly on certification or credentialing processes we enjoyed in the 50's and 60's. Also, the concept of credit has become less valued for its own sake in our society. Currently rapidly changing workplace has

replaced credit. Private industry has discovered a long time ago that its investment in training and upgrading may be far more cost effective than public education because they can guarantee its relevancy and its currency to the job to be performed.

It doesn't make much difference whether we talk about professional competency or worker competency. Those institutions that know how to link and broker with the corporate and private structure will probably plow a fertile market. I haven't made up my mind whether community colleges and universities are nimble enough and flexible enough to interlink with private industry. I believe one of the trends we will face is increasing infusion of private incentives into the free public market place. If you stop to think of it, the BEOG Financial Aid Grant System is essentially a voucher for where the services are best provided. It doesn't make much difference if it's a proprietary school, a university, a public community college, a correspondence course, a course by television, or any other means. The State of Delaware is exploring, through the Governor's initiative, the setting up of a non-profit, private development corporation where the state puts up money along with free private enterprise to finance and broker upgrading of vocational and semi-professional training in a variety of trades and semi-professional technical areas. This capability would serve everyone -- construction industries, allied health fields, private business -- for whatever purposes the users want, and probably with more efficient and faster delivery than any of us could demonstrate, or the state of Delaware wouldn't be looking into that kind of a model. So, when we try to answer the question of who are the

providers for professional continuing education, we find there are a lot of them out there. The four-year university, with its wide range of graduate schools, would be the most likely candidate; however, with the credentialing monopoly broken, the certification motivations lessened, and the need to be current and competent being a primary objective among the public, expect a lot of competition to occur even for the university.

I am not in any good position to answer the question of who needs to be provided professional continuing education. I believe the limits for this service to the many professional communities in our society are virtually boundless. That, incidentally, does not necessarily mean that our public policy makers will not try to limit those boundaries if the financial burden falls on our legislature or the congress or the local governing and taxing authorities.

I asked one of our community colleges, Rio Salado, to provide an example of what they are doing in the continuing education area. I'll ask you if you think it meets the test for professional continuing education. What is obvious, however, is that these services and courses are needed. Here are examples of some of those offerings:

1. Forty students are currently enrolled in the administrative justice course called AJ 138 at the Sheriff's Office in a professional training program for correctional officers that includes human relations and interrogation procedures. This is an on-site program in the Sheriff's Office - a twelve hour block to train already-employed corrections officers.
2. At the request of the President of Associated Grocers, Rio Salado is offering DP 123 and accounting 117. Rio Salado

is beginning to prepare a complete program for them to grow their own programmers, rather than hire from the outside. They are committed to using people who have a history of loyal employment and to provide professional continuing education in data processing to these people.

3. Rio Salado also offers the DP 123 for the health industry and the banking industry to provide upward mobility for people employed in a variety of professions.

4. Rio also offers public speaking for business managers and courses in personal finance for people who are already employed in the banking industry. The college also enrolls 2,000 students in the American Institute of Banking Program, tied to the Valley's banking community.

5. Rio also reports that the Arizona Future Institute, which is funded by the National Endowment for the Humanities Southwest Studies Project at Rio Salado Community College, is currently offering two sections of Arizona and the future. One of these courses is offered at Motorola for managers engaged in planning and one at the Governor's Office of Economic Planning and Development for people on the Governor's Staff who already have college degrees, but are interested in future studies.

6. Rio Salado also offers a course called Management 101, Management and Supervision, in the State Capitol for mid-managers and upwardly mobile personnel. Similar courses

are offered in the Federal Buildings, the Ramada Inn, and a variety of industries in the Valley. In all, there are over 150 locations for such courses and they range from Spanish to landlord-tenant relations.

In response to the question, who needs to be provided professional continuing education, virtually every segment of our society is either in some stage of upward professional mobility or in the midst of a variety of converging political and economic forces that will not let them survive as professionals or even semi-professionals without broader learning. I certainly feel that the traditional definition of professional is restrictive and that corporations, organizations, health associations, medical centers, colleges, government agencies, city and county government offices, Fire and Police Departments, Law firms, industrial plants, have every conceivable need for professional continuing education. Dynamic organizations provide for it. Static organizations, in conflict with their professional workers, and in the broader managerial responsibilities dead in the water, are not committed to providing continuing education for the professional.

I have not, in my discussions, yet mentioned women. In the Maricopa Organization, the largest percentage of growth and change at both the middle-management, and soon, top-level management levels, has come from women in the organization. Women are on the move in our society because they are reaching out for those professional competencies that give them currency in the workplace. In the Maricopa Community College District, 16,196 students are women over the age of 25. Women over 25

account for over one-third of our total enrollment. Many of these women are already-trained professionals who need to come back for re-entry or are in the market place, holding down positions that require a variety of growth and change within themselves. Community colleges are active partners in this change process in our society.

The final question is, who should do it? After providing you with this rather expansive definition of professional continuing education, does anyone in the audience have the answer as to who should do it? Community colleges are doing a great deal of professional continuing education in the sense that I define it, but I would be naive if I didn't address some of the critical issues relating to the who should do it and why questions. We are aware of the impatience of the legislature, the taxpayers, the public policy makers, and the budget analysts with our overlapping jurisdictions. I see in the future an urgentcall for role differentiation among the segments of higher education to reduce the conflict and the casualties on that metaphorical battlefield. The battle will probably be intensified by more free market, free enterprise incentives introduced into the skirmish, but I am confident that public support will lessen if we do not enunciate some defensible concept of continuing education in both the congress and the various state's legislatures.

I used to read the Special Report to the President and the Congress of the United States by the National Advisory Council on Extension and Continuing Education, which clearly points out that there is an access gap for those who do not have a connection with the many

adult and continuing education programs in our society, particularly among the minorities and those who do not work. Their findings and their recommendations are consistent with Pat Cross' data that the higher on the economic ladder, the more likely one is to be an active participant in adult and continuing education. The lower your economic standing, the less likely you will be able to take advantage of it. In short, learning is contagious; the more you have of it, the more you are likely to acquire.

The issue of funding continuing education, and particularly professional education, is very complex since professional continuing education is likely to place less emphasis on credit, is less likely to be in the conduitry of outside federal funds, financial aid, formula appo tionment. The issue of who should pay and how much is very complex. I was pleased with an analysis by Herb Streiner, Dean of the School of Business of American University, who asked for some kind of economic model that would factor out the national Benefits for having a rational adult education policy. We have left adult and continuing education to be an addendum. It is out of the flow of public support and yet an excellent case can be made that public investment in adult and continuing education benefits the nation's economy and its general well being in perhaps a more vital way than K-12 Universal Education or public community colleges that have come to be a part of every community. Adult continuing and certainly professional continuing education play an incredibly important role in the future of public community colleges. And, since such a large pe entage of our faculties

are community-based and drawn from the very communities and professional societies that demand the training, it is likely that we will be an aggressive partner in professional continuing education. One thing is sure, we will not be the only provider.

EDUCATION AND ORGANIZED LABOR

I. W. Abel*

The American Dream derives from two distinct pictures of society.

There is the farm with gently rolling fields of waving wheat and corn. Accompanying this scene is a herd of cattle peacefully munching thick grass while watched by the loyal dog. A picturesque barn at the end of the lane completes this idyllic rustic setting.

Equally romanticized is the picture of urban life as painted by modern advertising. Urban life is viewed as rows of neat homes on quiet, winding streets with trimmed lawns. Clusters of happy children wave to white-shirted daddies driving away in late model cars--their destination to work in spotless laboratories and offices engaged in the creation of fantastic, futuristic products. At the end of the day, father always returned to join his little family at the dinner table and offers spiritual thanks for the material bounty of his native land.

Myth or reality? An accurate or an exaggerated portrayal of the American Dream?

For the person not blinded by calendar art, for the person who reads and is aware of social and economic realities, what do these pictures hold for him?

What of the 100 million men and women who comprise our work force? What do these two pictures say to organized labor and the history and goals of the union movement? What of social and economic justice? Where in these Norman Rockwell paintings do we find government

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social programs to help the needy? How do these pictures relate to future problems of economic organization? What of the critical economic issues facing us today such as energy, unemployment, inflation? And finally, what do our scenes convey to young men and women? What do they say to students completing their formal education? Do these idealized pictures really alert them to what awaits them on graduation when they must begin to earn a living, rear a family in the United States in the eighth decade of the twentieth century?

Organized labor has historically sought the answers to these questions and continues to do so, not in terms of storybook endings but the realities of everyday life. Labor is firmly associated with human dignity and decency; it is concerned with building a society that offers opportunity for a better life and a greater degree of security for all.

Labor believes that answers to the problems facing our nation and the international community will be found through an informed and concerned citizenry. How does one become informed? Through education, both formal and informal.

Unions have long recognized the need for public education. In addition, they have recognized the urgent need to provide educational programs for their own members in terms of greater social awareness and responsible leadership development.

Many people feel that organized labor made its greatest contribution in the agitation for public education. When the right to vote had been extended downward to include the wage earner, the political power of unions could no longer be ignored. Labor rallied to the

slogan "Free Education For All Children" during the first half of the nineteenth century. The records of the time are filled with accounts of union mass meetings and resolutions in behalf of free education. Moreover, labor was not interested in the type of education advocated by the great reformer, Robert Owen, who urged a system in which the state, as guardian of all children, would support them and educate them along vocational lines.

Labor, in line with the American ideal of a classless society, was more interested in the type of public school system proposed by Horace Mann, where all children, rich and poor, would have equal educational opportunities. The Working Men's Party of the 1820's put public education definitely at the head of its list of reforms. Other groups followed. The New England Association of Workers asserted in 1832 that the want of education is the great and original cause of the comparative degradation of the mechanics and working men in the nation.

Labor's struggle for free public education did not end with the eventual acceptance of this revolutionary idea. What value was there in free public education if children were not afforded the opportunity to attend? They were not able to attend because along with the industrialization of America came widespread use of cheap labor, notably child labor. Unions, as early as 1825, drew public attention to this scandal. Urged by organized workers, a committee of the Massachusetts Legislature, investigating the hours of children in factories as affecting their education, reported: "It appears, however, that the time of employment is generally twelve or thirteen

hours each day, excepting the Sabbath, which leaves little time for instruction." As time and industrial expansion progressed, the evil of child labor became widespread and was unchecked by law. It was estimated that children employed in manufacturing through the turn of the century constituted two-fifths of the work force. From their inception unions vigorously opposed child labor, but it wasn't until the passage of the Walsh-Healy Act and the Fair Labor Standards Act in 1940 and 1941 that this inequity which disgraced American industry came to an end.

Organized labor's interest in education was not lost on adult workers. An excellent early example of labor's interest in education for adult workers was the role of the reader in the Cigar Makers Union in the late 1800's and during the turn of the century. While workers were making cigars, a fellow worker would read aloud from newspapers, magazines and scholarly writings. Samuel Gompers, the first president of the American Federation of Labor, was a reader in one of the Cigar Makers' local unions.

In the 1920's the AFL drew the conclusion that adult education should not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which involved the short span of early adulthood. Instead, they maintained that adult education was a permanent national necessity, an unseparable aspect of citizenship, and therefore should be both universal and lifelong.

In 1923 the American Federation of Labor affiliated itself with the Workers' Education Bureau. This affiliation was mainly concerned

with coordinating and promoting the educational efforts of member unions. It published and distributed books and pamphlets, held educational conferences and gave what aid it could to support adult education among union workers. In 1954 the Workers' Education Bureau became the Education Department of the AFL and in 1955 of the merged AFL-CIO.

With this brief presentation of organized Labor's historical involvement in education generally, I would now like to address the matter of labor education or, more specifically, the continuing education of union members.

Labor education programs, as we know them today, really had their roots in the depression years. Labor education was greatly influenced by New Deal programs for the arts, including adult classes and job training programs. Practically from their founding with the enactment of the National Labor Relations Act, the industrial unions formed in the mid and late 1930's established education departments with formal programs, including the Steelworkers, Rubber and Auto Workers to name a few.

One could enumerate a considerable list of objectives of labor education: to learn, to develop, to be a well-rounded person, to study the intricacies of labor-management relations, to recognize the responsibilities of citizenship, to accept the role of leadership. Most probably these goals can be included in one word--better--a better life, society, and world.

I can best describe labor education in the context of the United Steelworkers of America since I have served as an international

officer of that great union from 1953 and as its international president from 1965 to 1977. Since its founding, the USWA believed that, if the union movement was to find its proper place in our industrial, social, and economic life, the officers, staff, and members should have full opportunity for development and self-expression.

Now I should point out all trade union leaders did not see the value of labor education nor grasp its full potential. Those who viewed education with little more than a patronizing interest usually believed that education for workers meant simple indoctrination. Neglecting broader objectives and concerned mainly with a pedestrian philosophy, workers' education floundered in the non-controversial areas of labor history, steward training, parliamentary procedure, and the rudiments of collective bargaining.

This is not to say that such education is not worthwhile. Most of it is surprisingly good; and many workers are encouraged and motivated to learn by such programs, but labor education must be more than basic training.

Few in labor's councils or leaders in any walk of life for that matter would deny that the fate of the trade union movement now rests upon the intelligence, understanding, dedication and decision-making ability of its leaders and its members.

It is necessary, in a free society, that labor be strong and democratic. Moreover, it must play an influential role in the social, economic, and political life of our country. This role depends, to a large extent, upon the involvement of the individual member, not only in the day-to-day operation of his union, but also, through the union, in the life of the community.

The Steelworkers Union in dopting this premise has sought to develop a labor education program that encompasses courses in tool subjects which equip the member to administer his local union, police the collective bargaining agreement, and assure his rights under various state and national laws. In addition, programs must be developed for self-fulfillment, including the individual's responsibilities to society and his role in international understanding and cooperation.

One method of achieving the objectives of labor education utilized by the steelworkers is cooperation between union and university.

Each year the steelworkers conduct a number of week-long summer institutes throughout the United States for its membership The course offerings range from what is referred to as tool subjects (grievance administration, collective bargaining, etc.) to such subjects as psychology, drugs and alcoholism, international affairs, written and verbal communications, problem solving, the fine arts, and economics.

During 1979 the union conducted summer institutes in cooperation with 14 colleges and universities. This cooperation ranged from utilizing physical facilities to having university faculty provide instruction for all or a majority of course offerings.

In many instances, this steelworker-university cooperation dates from the initial founding of our union in 1942. As an example, the union has long historic ties with institutions of higher education such as Penn State University, University of Indiana, University of Wisconsin, University of Ohio and many others.

In addition, many of the union's districts cooperate with Schools of Continuing Education and the network of local community

colleges across the country on an ongoing basis. This consists of working with such institutions in the provision of associate degree programs in labor studies to the provision of specially designed courses on a continuing basis relative to the tool subjects and topical issues.

Many unions have established residential education centers of their own which provide a number of educational offerings on different subjects for their members and staff. For the most part, these facilities have resident instructors who are professional union staff who bring much experience in the real world of labor-management relations. Union resident schools also provide training in specialized areas of interest and topical issues by obtaining college faculty and nationally renowned experts. Two such centers that immediately come to mind are Black Lake of the United Auto Workers and the George Meany Center of the AFL-CIO.

As I look back over my 12 years as President of the United Steelworkers, I feel the establishment of Linden Hall, the Steelworkers Education Center, personally ranks as one of my major accomplishments. The facility, located about 50 miles east of the union's headquarters in Pittsburgh, Pennsylvania, consists of approximately 800 acres of woodland. There is an 18-hole golf course, tennis courts, an olympic-size swimming pool, and a 25-acre fishing lake to name a few of the center's recreation facilities. I mention this because I feel that a complete education center must offer adequate diversions from the rigors of intellectual stimulus that can be intense and taxing. Also, a well-stocked bar is provided for therapeutic purposes--I hasten to add, only when school is out.

Obviously, the real value of an education center rests with the education facilities and the quality of instructional personnel. Linden Hall has 75 comfortable motel units to accommodate 150 students for programs that require overnight stays. There are classrooms in the Walter J. Burke Labor Education Center to accommodate approximately 200 people and restaurant facilities to feed student and guests. The center has a well-maintained library for research and a wide array of the most modern audio-visual equipment.

Primary responsibility for program development and instruction rests with the Steelworkers Education Department. As need dictates, individuals from the other various departments within the union provide instruction. For many of the specialized programs offered since the center's opening in 1977, the union has recruited university faculty from Penn State, the University of Pittsburgh, West Virginia University, and Carnegie-Mellon University to name a few.

I have mentioned summer institutes and education centers as means for worker education programs. It might be said that such educational efforts are, in a sense, highlights in labor education. The bulk of education, however, takes place in what the steelworkers refer to as in-district programming.

The United Steelworkers of America is divided into 25 districts in the United States, Canada, the Virgin Islands and Puerto Rico. Each district has an Education Coordinator who is a Staff Representative of the Union. He or she is charged with developing education programs within the district on a year-round basis. District coordinators often

work closely with the Education Department of the International Union in designing programs and obtaining instructors. Programs range in size from district-wide activities for specific local unions, specific industries, and specific groups of union members. Frequency of programs varies from monthly sessions to once or twice a year meetings depending on resources and educational commitments within the respective districts.

As a further commitment to education, I would like to point out that many districts have district education funds, many in existence for 30 years, where members have voted to allocate from 5¢ to 30¢ per member per month for educational purposes.

The International Union has established a matching education fund by putting aside 5¢ per month per member, which, considering we have over 1.2 million members, is a sizable financial commitment above and beyond financial resources for the operation of the Education Department and Linden Hall.

The International Education Fund is made available to the districts and local unions on a matching basis for educational programs. The districts and local unions can apply to the union for 50% reimbursement of the cost of most labor education programs.

During our last negotiations with the 10 major basic steel companies we were successful in negotiating a joint education fund, to be used to educate new workers and new union members. Both the companies and the union will each put one half million dollars a year into a fund that will be used for programs to educate new members with respect to the responsibilities of the companies and the union, the benefits provided

by collective bargaining agreements, work and safety rules and regulations, competitive problems of the industry, the importance of our joint productivity program, and the responsibilities of each of us to the overall success of our joint efforts.

Now that we finally have the Walter J. Burke Educational Center at Linden Hall with adequate facilities in place, the Steelworkers Staff in the Education Department in the National Office as well as the staff at the Burke Center are developing a much broader education program that we hope will induce Local Union Officers and Local Union Members to devote a portion of their annual vacations, or of the 13 week Sabbatical our members in the Basic Metals Industries receive once every 5 years, taking advantage of our efforts to provide continuing education for the membership of the United Steelworkers of America, and thereby make them better members of the union as well as better members of society.

The proposal, adopted by the AFL-CIO Executive Council in February, 1969 to establish the George Meany Labor Studies Center, describes the purpose of the Center as follows:

1. To develop trade union leadership through training programs in the various technical skills required by a union leader.

2. To develop trade union leadership through educational programs in the social sciences and humanities in order that technical skills be buttressed by a firm grounding in theory and philosophy.

3. To develop and engage in education programs and provide information about the labor movement which will carry its basic philosophy to all of the community.

4. To involve the students in the problems of the total labor movement and thus strengthen all affiliated organizations.

The Center is now located on 47 acres of ground in rolling countryside just outside Washington, D. C. It has buildings which house conference rooms, faculty and administrative offices, 100 bedrooms with 130 beds, banquet rooms and cafeteria, a theater and an art exhibit area.

The Center, in cooperation with Antioch University, offers a BA degree on an external basis to full-time staff and elected officials, it carries on an art and humanities program for the student body and the local community, and applies for and receives grants from foundations and the government for certain experimental activities.

But, the most important function which the Center performs is that of operating a residential labor education program for full-time staff and elected officials.

In the academic year which ended on June 30, 1978, over 3200 students attended institutes at the Center in week-long sessions. The average age of these students was 41. The average years they had been in their union position was 7. And, their average years of formal schooling was 12.

I have stressed, and rightfully so, the importance and degree of labor-university cooperation in the development and conduct of labor education. It would be naive to say that this was without its problems. Difficulties have ranged from issues of academic freedom, academic intellectuals thumbing their noses at union leadership for various

reasons, to interference in the internal affairs of unions.

You know our great academic institutions have much to contribute to labor education and to the education of people about organized labor. Unfortunately, there are times when some public school systems as well as institutions of higher education perpetuate several myths about what is American and what is un-American.

There is a growing subservience of man to machine. Certain elements of our society stress that if man is to have material success he must honor the folklore of the corporate state, respect its desires, and walk to the measure of its thinking. Its techniques, mainly fashioned in corporate board rooms, and unfortunately followed on many occasions by our government, are to produce climates of conformity that make any competing idea practically un-American. The right wing (if these elements are to be labelled) has become mindless when it comes to criticism of mythical, good old American, rugged individualism. For it, perpetuation of the corporate state and its glorification represent the true Americanism. If only the world were like us, they say everything would be perfect.

We of labor believe the tense and perilous times in which we live demand an invigorating dialogue. Yet we seem largely incapable of conducting one because of the growing rightist tendencies in the nation that demand conformity and subservience or else.

There was a poem whose author escapes me which stated;

Humans exist only to consume
We the living have entered a tomb
Machines are the world's best
So humans are purchased to do the rest

Organized labor, through its philosophy, through labor education and through participating in education in general protests against the belittling of man, against his debasement, against a right wing mentality that makes lawful the exploitation of people.

What is organized labor's role in education? All voluntary organizations, including unions, will in the decade of the eighties require informed and skilled leadership to maintain our free society which is the basis for all else. The challenge of developing militant minds depends on our ability to develop militant education programs.

THE SABBATICAL: AS PERSONAL GROWTH IN CONTINUING EDUCATION

Gordon H. Henry, Ed.D.*

> We must somehow reorder our lives to let in a litte more light and air, we should break the work block with sabbaticals or leaves of absence to travel, rest, explore new possibilities, and continue with education.
>
> Robert Butler
> Director of the National Institute on Aging

The historical antecedent of the sabbatical can be found in early Hebrew history. The tradition of the sabbatical grew out of a "concern for the spiritual, mental, and physical regeneration for the human being [Kimball, 1978]. The sabbatical was a time to ask -- Why are we here?, and Where are we going? A time to rededicate oneself to the source of meaning and value for human life. The early Hebrews recognized the worth of the human beings and the need for them to periodically take the time to re-establish their identities.

The original sabbaticals in higher education were established in the late 19th century with the true Hebrew meaning of the word - a time for renewal-forming the basis for their inception. Dartmouth, Harvard, Columbia, Amherst, University of California, Cornell, Brown, Stanford, Wellesley, and the University of Illinois were among the early schools

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to establish a sabbatical program. Since these early efforts in higher education, the sabbatical has been increasingly burdened with a utilitarian rationale which ignores much of the rich and complex meaning of the ancient Hebrew rest day. Today's sabbatical has moved from its Hebrew heritage of the renewing of the human spirit to a basic utilitarian approach of, What's in it for the institution? The question of "Who are we?, Why are we here?, and Why does our work have meaning?", have been replaced by institutional questions such as, "What will she/he be doing for the campus while on sabbatical?, What will be the value of her/his experience to society and to the profession?"

Institutional criteria for the granting of sabbaticals are consistent in their content. A representative example of a sabbatical policy can be found in the Faculty Handbook of Arizona State University. The policy reads as follows:

> After six years of full time service . . . the Board of Regents may grant sabbatical leaves when the interests of the University and the enhancement of its faculty strength will be served.
>
> An applicant's proposal must have merit based on one or more of the following criteria:
>
> 1. Potential value to the teaching program of the department.
> 2. Probable enhancement of the applicant's effectiveness.

3. Adding to the reputation of the institution.
4. Contributing to knowledge in the subject field.
5. Providing outstanding public or professional service at a local or national level.

Research on sabbaticals support the notion that higher education institutions see the sabbatical as a utilitarian tool for the improvement of the institution. A study of 844 institutions in 1931 concluded that a sabbatical could be justified primarily as a "professional activity program for the benefit and welfare of the institution and the public in general". A 1962 study of the first forty-eight academic institutions to establish a sabbatical program and a 1972 follow-up survey both concluded that institutional utility remained as the predominant justification for a sabbatical.

The utilitarian expectations of the granting institution are important, and should not be neglected, but of equal importance should be an institutional concern for "renewing the human spirit"; the sabbaticant's personal growth.

Research on adult development over the last decade or so has demonstrated that the mid-life years, [which are the years when most faculty receive sabbaticals], are an unusually high questioning period of a person's life. Levinson, Gould, Valliant, Neugarten, and Brim; among others, have shown that the mid-life period is a time of heightened anxiety about life's purpose, job satisfaction, and personal relationships. This research has expressed several common elements regarding the complexities of the mid-life period. These are:

(1) Mid-life is a period of deep introspection and self-analysis; usually centered around a realization that there is a gap between the dreams of yesteryear and today's achievement.

(2) Mid-life is a period of changing relationships within the family brought about by children leaving the nest; spouses returning to work; and the death of parents.

(3) Mid-life is a period of glandular changes with the results often being a male-female role reversal; with men becoming more affectionate and passive and women becoming more aggressive and independent.

(4) Mid-life is a period when there is an increasing awareness of time and a realization that existence is finite. As friends and relatives begin to have illnesses and to die, death begins to take on a stark reality.

M. L. Lear, in the New York Times, had this to say about the mid-life period:

> "The hormone production levels are dropping, the head is balding, the sexual vigor is diminishing, the stress is unending, the children are leaving, the parents are dying, the job horizons are narrowing, the friends are having their first heart attacks; the past floats by in a fog of hopes not realized, opportunities not grasped,

women not bedded, potentials not fulfilled, and the future is a confrontation with one's own mortality."

Research indicates that faculty members within the community colleges and universities exhibit many of these mid-life characteristics. Roberta Lee found that the 2000 faculty she studied in 156 two-year community colleges exhibited many of the same characteristics of the middle-aged person, as found by Levinson in his research of a non-academic population. Faculty between the ages of 31-40 (Teaming Thirties) were less satisfied with themselves and their work than had been anticipated. In addition, the research on these faculty seemed to support Levinson's Boom theory in that it identified a feeling on the part of the faculty that no matter what they had accomplished, they were not "their own man." External forces seemed to be controlling their lives. Also, faculty between the ages of 41-45 seemed to be experiencing high levels of individual stress: a factor often evidenced in their work performance.

Because of the unusual stress prevalent within persons of sabbatical age, it is important that sabbatical criteria reflect the philosophy that a sabbatical not only be a period of academic study, but also be a period of personal renewal.

This position can be further supported by the current research on faculty burnout. Burnout, which most commonly occurs among persons working within the helping professions, seems to express itself within its victims in the following ways:

1. Burnout victims display physical, emotional, and attitudinal exhaustion; with the joy of helping slipping away.

2. Burnout victims display physical symptoms such as sleeplessness, depression, being run down, loss of appetite and loss of sexual interest.
3. Burnout victims usually display a drop in self-concept as they begin to question the meaning of her/his work. Statements such as: Why am I doing this? What is it all for? I have nothing to offer anymore! I feel like a non-person, a robot!, seems to characterize a victim of burnout.

Mid-life crises, burnout; how does any middle-aged person survive? Many do not. Some turn to alcohol and drugs, others leave their families, withdraw from their friends, or become unproductive in their work. One author has suggested that at least one-third of the faculty at his university had retired on the job by age fifty; many after having contributed much to their profession in their earlier years.

A well-planned sabbatical year could be a positive tool in assisting faculty to work through a difficult time in their lives. The primary goal of a leave program should be to assist the sabbaticant in becoming a more full-functioning person in both the professional and personal areas of their lives. Therefore, renewal goals need to hold equal priority with academic goals within the criteria for sabbaticals, as established by institutions of higher education. The possibility of this happening is a long way off, and will not be attained without a

concerted effort to change institutional policies on the part of educators, who believe that the personal and professional person are inseperable. In the meantime, faculty and staff will continue to contrive methods for meeting institutional sabbatical requirements; while still using the sabbatical as a time for renewal. It is not the rare faculty member who has completed her/his formal sabbatical requirements before their sabbatical, keeping the results in a drawer; doing what they want on the sabbatical, and then upon return to the campus, submitting the documents as an indication of their dutifully meeting institutional requirements.

Be it as it may, there is still much that a faculty/staff member can do that will assist in making the sabbatical a positive growth experience. As indicated in my introduction, I am currently in the middle of a sabbatical leave from the University of North Dakota. It has been my insistence from the beginning, that this was to be a leave for both personal and professional renewal for myself; and to this point in time, those goals are being met. My year has been a success because of the time spent in planning. Let me share with you some of that planning process.

For a sabbatical to have a maximum growth potential, it needs to be well-planned. To enter into a sabbatical year without having your professional and personal goals well defined, would greatly diminish the opportunity for the sabbatical to be a period of personal growth. I entered into the planning process quite by accident. Immersed in a period of mid-life transition, and/or burnout, I realized that there either had

to be more to what I was doing or I was in the wrong profession. I was struggling, and I needed help. I selected a fellow administrator as a sounding-board, and without knowing it at the time, I had chosen a mentor. This began a three year period of personal exploration; cumulating in a sabbatical year. As I look back on this period of time, I am able to identify a five-point planning process which assisted me in making this leave year a resounding success.

First, let me give you the five steps of this exploration process and then I will explore each in a little more depth. The steps are as follows:

1. Selection of a mentor
2. Completion of a personal inventory
3. Establishments of sabbatical goals
4. Selection of a leave setting
5. On-going evaluation while on sabbatical

The first step in my exploration was the selection of a mentor. A mentor is defined by Levinson (1977) as a teacher, boss, co-worker, or some other significant person within one's professional world who "takes the younger person under his wing, invites him into a new occupational world, shows him around, imparts wisdom, cares, sponsors, criticizes and bestows blessings." Because of some very meaningful discussions with my mentor, I began a process of career exploration and self-analysis, which led me to the second stage of my exploration process; the completion of a personal inventory. Completing a systematic personal inventory was the most beneficial component of my exploration

process. The format which I found to be of assistance to me, was borrowed from Leider (1978); with some adaptations to help meet my own situation. The inventory that I used was as follows:

(1) Who Am I? What are my strengths and weaknesses as I perceive them and as I perceive others to see them?

(2) Who is in control of my life? Do I have an internal locus of control or do outside factors determine who I am and what I do?

(3) How and what do I value? What is my definition of success? What are the comparative values which I place on money, family, professional status, etc.?

(4) What skills and abilities do I have and enjoy using? Hobbies, professional skills, interests.

(5) Where and to what purpose do I want to use my most enjoyable skills?

(6) What options (possibilities) fit my wants?

(7) What holds me back from making changes?

(8) What are my short (1-5 years) and long term (10+ years) goals?

(9) How do I go about locating or creating situations for the options I should choose?

My responses to the above inventory were discussed in depth with my mentor and the options developed in the ninth step, led to

the conclusion that the best option for me was to take a sabbatical leave, for professional and personal renewal. Therefore, the next step in my planning process was to develop goals for a sabbatical leave, which would be complimentary to the ideas presented in my personal inventory. Following are the goals which I developed for my sabbatical leave from the University of North Dakota. You will notice that these goals recognized my need for both personal and professional development and renewal.

1. To be active with my family in traveling, exploring, learning, and growing together.
2. To have sufficient time for self-renewal, which would include time for reading, writing, study, and recreation. Also, to bring myself back in-touch with who I am where I want to go from here.
3. To attend courses in higher adult education at a major university.
4. To intern and to gain experience in various administrative offices at a major university.

The next step in my planning process was the selection of a setting. Of utmost importance to me in this search was to find a university, which would recognize my commitment to my sabbatical goals and would allow me the freedom to attain them. My priorities were placed on looking at people rather than at programs, as people create learning experiences.

This process of selecting a setting was an important part of the leave planning process since the setting determines the quality of the leave experience. A personal visit to the setting was necessary to take stock of opportunities for meeting the professional and personal aspects of my sabbatical leave goals. Also, it gave me the opportunity to check-out the schools and housing situation.

The fifth element of the leave process, is occuring at this time. It is important that throughout the leave process, that I systematically evaluate my experiences, in light of my original leave goals. This evaluation process is a never-ending one and occurs on a weekly basis.

In summary, the sabbatical leave can and should be a period of renewal for the sabbaticant. Academic and personal stresses require that faculty/staff periodically take a period of time in their lives for self-renewal. It has been my experience that when this process is done in a somewhat systematic manner, that the odds for the experience to be a positive one, are increased.

Finally, I wish to close with a quote from Dr. Marvin Haas of Catonsville Community College in Baltimore, Maryland, who responded to a letter from me regarding his experiences while on a sabbatical leave several years ago.

> "Your letter evoked so many thoughts and feelings that it was most difficult to put on paper. I am indeed absolutely convinced that in our work life, we need to identify times for developmental growth,

which I call freedom. The work-a-day world, no matter how challenging and creative, has its oppressive side. To be sure, much of that constraining feeling is of our own making but nonetheless, there is tyranny in the way we meet and deal with daily crises, expectations, and productivity. The regenerative potential created by leaving-off what one is used to doing and doing almost anything else, from nothing to travel to alternative projects, provides human beings with real opportunities for leaping from one stage of development to another. Those existential leaps are real and indeed imperative, for continued meaningful life."

Continuing Education Conference
February, 1980
Dr. Gordon Henry
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University of North Dakota

Sabbatical As Personal Growth in Continuing Education

Tidbits on -- Mid-Life Crises -- Person Growth -- Burnout

"A crises occurs when the available coping strategies of an individual fails to meet the requirements of a current problem or situation that has arisen [Peplau, 1975].

Mid-life personality change involves time orientation and a change in mid-life when one stops counting "time since birth" and begins to think of his/her life in reference to "time yet to live" [Neugarten, 1968].

Managers Disease: An individual is unable to relax from work as his/her seniority increases. This is often because as one moves up the ladder less tangible effort goes into his/her work with less tangible outcome results [Heald, 1977].

About Mid-Life Period: "The hormone production levels are dropping, the head is balding, the sexual vigor is diminishing, the stress is unending, the children are leaving, the parents are dying, the job horizons are narrowing, the friends are having their first heart attacks; the past floats by in a fog of hopes not realized, opportunities not grasped, women not bedded, potentials not fulfilled and the future is a confrontation with one's own mortality." [Lear, 1973].

On Need for Mid-Life Adjustments: "We cannot live in the afternoon of life according to the programme of life's morning--The afternoon of

human life must also have a significance of its own and cannot be merely a pitful appendage to life's morning. Whoever carries over into the afternoon the law of the morning must pay for so doing with damage to his soul [June, 1933].

On Faculty Development: "Most of the ideas being discussed in connection with Faculty development programs are of greater importance to the institution than to the individual, to administration than to Faculty.

Faculty teach most through what they do and are certainly more than what they say.

Unless Faculty get in touch with themselves, they will not relate effectively to students. Until Faculty have a sense of personal well-being, seeing themselves as valued and important, they cannot contribute much to achievement of institutional well-being [Martin, 1975].

Meaning: "And here I am--sturdy, youthful, prospering, virile--saddled already with the grinding responsibility of making them, and others, happy--who put me here? How can I ever get out? What the - - - makes anyone think I am in control [Heller, 1974].

On Being: "There is merit in just being and not always doing. It seems that we are such doers in America that when we are not active we feel either guilty or restless." [Wrenn, 1975].

Freedom: To be free - is to have an external focus of control - to be able to be aware of the deterministic elements of one's life and deal with them effectively.

Questions which have helped me prepare for my Sabbatical year:

1. Who am I?
2. Who is in control of my life?
3. How and what do I value?
4. What skills and abilities do I have and most enjoy using?
5. Where and to what purpose do I want to use my most enjoyed skills?
6. What options (possibilities) fit my wants?
7. What holds me back from making changes?
8. What are my short (1 - 5 years) and long term (5 - 15 years) goals?
9. How do I go about locating or creating situations for the options I should choose.

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